BEST PRACTICES
REFLECTIVE/SUPERVISORY INSTRUMENT

Teach to and Plan from Essential Learning Goals	Build a Success Oriented Environment	Facilitate Successful Learning Through Instructional Practice	Use Assessments to Promote High Performance Levels	Support Professional Growth and Self-Reflection

4= **Excellent/outstanding** (Understands this task/approach and can explain it with deep understanding. Consistently and frequently performs this task/approach at a high level of quality)

3= **Proficient** (Can discuss this task/approach with some understanding and can provide a good explanation. Often, but not always, performs this task/approach at a high level of quality).

2= **Not yet proficient** (Cannot discuss this task/approach with some understanding, but is making progress. Does not yet frequently or consistently perform this task/approach at a high level of quality, but is making progress).

1= **Needs considerable help and guidance** (Cannot discuss this task/approach with some understanding and is not making progress towards demonstrating understanding. Does not frequently nor consistently perform this task/approach and shows little or no evidence of making progress towards improvement).

1. Teach to and Plan from a Few Essential Learning Goals

OVERALL	1	2	3	4

A. Derives essential learning goals from many sources, including standards.
1　2　3　4

B.. Focuses on fundamental understandings-concepts, theories principles, generalizations.
1　2　3　4

C. Focuses on fundamental processes,such as communication, thinking, research, problem solving, application of knowl-edge, interpersonal development.
1　2　3　4

D. Focuses on "habits of mind", such as curiosity and perseverance.
1　2　3　4

E. Uses essential learning goals to plan key assessments and instructional practices.
1　2　3　4

Comments/Reflections:

2. Build A Success-Oriented Learning Environment

OVERALL	1	2	3	4

A. Communicates clear expectations and learning goals.
1　2　3　4

B. Appropriately challenges all students.
1　2　3　4

C. Provides students with help and assistance when necessary.
1　2　3　4

D. Celebrates the successes of students and provides incentives and encouragement to students as they work towards meeting high standards.
1　2　3　4

E. Creates a community of motivated learners,
1　2　3　4

F. Encourages students to take responsibility for their learning.
1　2　3　4

Comments/Reflections

3. Support Professional Growth and Self-Reflection

OVERALL	1	2	3	4

A. Uses student data to improve instruction.
1　2　2　4

B. Develops alternative ways to solve classroom and student problems.
1　2　3　4

C. Examines new ideas and designs innovative classroom experiences.
1　2　3　4

D. Works collaboratively with other professionals.
1　2　3　4

Comments/Reflections:

4. Facilitate Successful Learning Through "Best" instructional Practices

OVERALL	1	2	3	4

A. Focuses instruction on mastering essential learning goals and assessments, including performance tasks.   1   2   3   4

B. Provides students with the reasons why the work they will do is important for them and for their future.   1   2   3   4

C. Sets clear criteria for success and shares them with students and parents.   1   2   3   4

D. Diagnoses knowledge and skill levels prior to instruction.   1   2   3   4

E. Uses advanced organizers and summarizer activities on a regular basis.   1   2   3   4

F. Promotes interactive student learning by using a variety of instructional methods, such as ineracitve reading, writing, discussions, projects "real world" activities, interactive notebooks, and the like.   1   2   3   4

G. Integrates appropriate and effective technology practices into instruction.   1   2   3   4

I. Encourages student questions, ideas and opinions in classroom activities.   1   2   3   4

J. Uses multiple materials (not only a textbook) where possible and when appropriate.   1   2   3   4

K. Assists students who are having difficulties by explaining concepts in different ways, and so on.   1   2   3   4

L. Provides advanced students with enrichment activities.   1   2   3   4

N. Communicates with parents when students are doing well, as well as when students having difficulties.   1   2   3   4

O. Provides parents-guardians with ways to help their children attain success.   1   2   3   4

P. Helps students learn complex ideas logically, over time.   1   2   3   4

5. Use Assessments To Promote High Performance Levels

OVERALL	1	2	3	4

A. Uses a variety of types of assessments tied to essential learning goals and expectations of success.   1   2   3   4

B. Designs open-ended "performance" assessments and other alternative assessments that allow for complex answers and promote the development of quality student work.   1   2   3   4

C. Frequently shares examples of excellent, proficient and unsatisfactory work.   1   2   3   4

D. Uses portfolios as part of the learning and assessment process.   1   2   3   4

F. Monitors student progress and success and provides feedback and suggestions for improvement before a final product is completed.   1   2   3   4

G. Uses assessments to monitor and plan instruction.   1   2   3   4

H. Provides students with multiple opportunities to improve the quality of their work.   1   2   3   4

H. Promotes student participation in designing the assessment process.   1   2   3   4

I. Incorporates student self-assessments and peer assessments into the learning process.   1   2   3   4

Comments/Reflections